

Structured Literacy vs Balanced Literacy



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MISSISSIPPI
DEPARTMENT OF
EDUCATION

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State Board of Education STRATEGIC PLAN GOALS



1

ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders

4



2

EVERY Student Graduates from High School and is Ready for College and Career

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School and District is Rated "C" or Higher

6



2

Mississippi Department of Education



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



3

Goals

4

- What is the difference between balanced literacy and structured literacy when teaching early foundational skills in reading instruction?
- What are some examples of balanced literacy and structured literacy used in early foundational skills classrooms?
- What should be seen and heard during structured literacy lessons aligned to the science of reading?



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Balanced Literacy vs Structured Literacy

Differences in Teaching Early Foundational Skills



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Balanced Literacy



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Balanced Literacy

7

- Balanced reading instruction has been used to describe literacy programs that balance reading *to* children, reading *with* children, and reading *by* children (Holdaway, 1980).
- A balanced literacy program is one that includes reading, writing, spelling, phonics, and other skills-based instruction (Cassidy & Cassidy, 1999/2000).
- Basal readers, direct instruction, workbooks, quality children's literature, independent reading and writing can all be part of a balanced reading program (Cassidy, Brozo, & Cassidy, 2000).



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Balanced Literacy

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Key Features of Balanced Literacy

- Whole group and small group instruction
- Guided reading
- “Authentic” literature
- Strategies taught based on teacher observations
- Running records
- Phonics taught in mini-lessons or as word study



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Balanced Literacy 9

- Based on a 3 Cueing System - using semantic, syntactic, syntactic, and graphophonic cues
- Students are prompted to identify a word by asking, "Does it make sense?", "Does it sound right?", "Does it look right?"

9

Source: Pinterest

Balanced Literacy 10

Guided Reading- What is it?

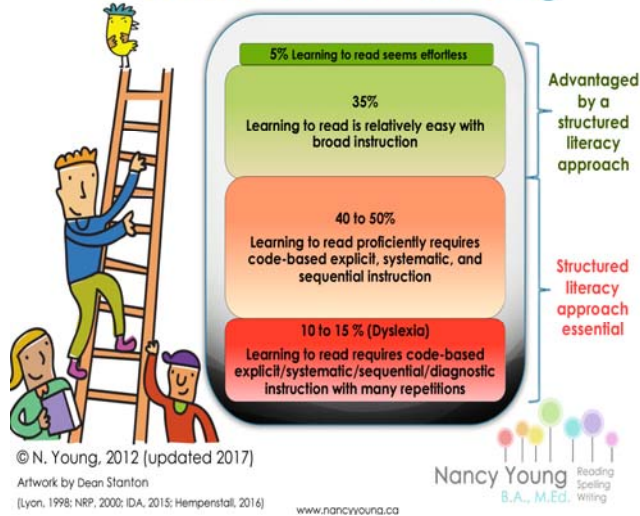
- Homogeneously grouped
- Leveled readers
- Cueing strategies
- "Decoding" strategies

10

Balanced Literacy is NOT Based on Science

11

The Ladder of Reading



- NO clear evidence that it benefits ALL students
- NOT taught explicitly and systematically
- NOT aligned with sequential phonics programs

11





Structured Literacy



12

Which one starts with a different sound?

→

unreadable

un- read -able

(not) (root) (can be done)

THE DOG WILL RUN IN THAT FIELD

↓ ↓ ↓ ↓ ↓ ↓ ↓




DETERMINER, NOUN, TENSE, VERB, PREPOSITION, DETERMINER, NOUN.

Word	Semantic
pen	a writing tool
pen	a livestock's enclosure
pen	a portable enclosure for a baby
pen	a correctional institution
pen	a female swan

Structured Literacy

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- Phonology
- Orthography
- Morphology
- Syntax
- Semantics
- Pragmatics
- Discourse

13



Structured Literacy

14

- Explicit instruction- clear, direct teaching
- Systematic- follows a plan, methodical, routine
- Cumulative- each skill is built upon the previous skill
- Sequential instruction- begins with basic concepts and progresses to more difficult concepts and elements



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Structured Literacy

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- Structured literacy instruction addresses all the foundational elements that are critical for reading comprehension, as outlined in the [Simple View of Reading](#) and the [Scarborough Reading Rope model](#), including both word recognition/decoding and oral language skills (IDA).

The Simple View of Reading

Reading comprehension is the product of decoding and language comprehension.



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

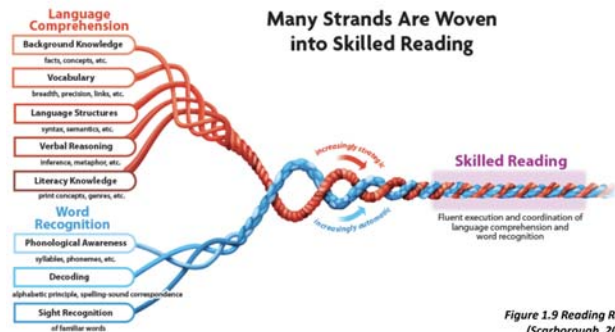


Figure 1.9 Reading Rope (Scarborough, 2001)



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Structured Literacy

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Key Features of Structured Literacy

- Scope and sequence
- Explicit instruction
- Practice to mastery
- Cumulative skill practice
- Foundational skills and comprehension taught separately



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Balanced Literacy

Ready

60
seconds

30
seconds

15
seconds



19

Balanced Literacy - Plan

20

- **Consider Your Children**

This lesson extends children's knowledge of the sounds represented by the vowels. Use this lesson after your children have developed a strong understanding of short vowel letter-sounds relationships, long vowel letter-sounds relationships, and, also, understand that sometimes two or more vowels are connected to a particular sound. Use this lesson after these variations in letter-sound relationships have come up informally in shared reading and interactive writing.

Purpose and background are provided for understanding

Lesson based on student discovery of pattern



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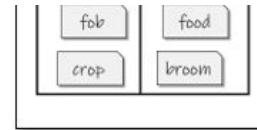
Balanced Literacy - Teach

21

Student discovery
emphasized

Students notice,
generalize, or arrive at
information

Listen carefully to the vowel sounds as I read the list of words. Read both lists of words. Invite children to tell how to sort the words in two columns. *What do you notice about each of the words?* (They all have an o vowel in them.) *What do you notice about this column?* (These words have a single vowel o.) *What do you notice about this column?* (These words have a two vowels "oo" per word.)



4. Help students generate that in one column, the single "o" in the medial position has the /o/ sound. In the other column, the two "os" in the medial position has the /oo/ sound.

suggesting specific language as needed. Write the principle at the top of the charts to summarize the learning. Children may generalize that "oo" stands for the /oo/ sound which is different from the /o/ sound that one "o" will make.

How many "notices" or "generalizes" does the teacher ask in the Teach section?



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Balanced Literacy - Teach

22

6. Invite children to suggest more words you can add to the list. They may suggest words that they cannot spell. They may also contribute words that contain the letters "ue" that make the /oo/ sound. If this happens, recognize that these words have the same sound as one of the sounds represented by "oo" and place them on the chart outside of the columns or write them on a separate chart. (Such examples mean that children are hearing the sounds and have categorized them; they are searching for subcategories.)

Students may provide incorrect responses



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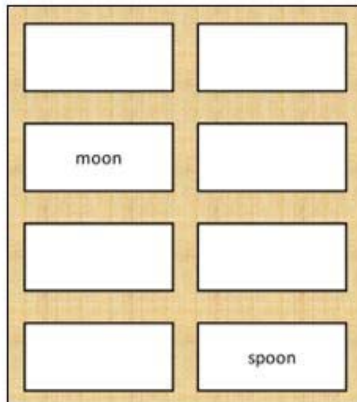
Balanced Literacy - Apply

23

Do students read the words or just look at vowel patterns?

Apply

Have children play Concentration with a partner. Distribute a set of game cards



to each pair of players. Have children mix up the cards and turn them face down in rows. Explain that each word on the cards have “o” or “oo” as the vowel. (You may wish to review all of the words or even place a small picture cue on certain cards, if necessary.) Players take turns turning over two cards and reading each word. To make a matching pair, the two words must have the same vowel sound. When all the cards have been matched, the game is over. The player with the most pairs wins.

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Balanced Literacy - Share

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Students are asked to share a pattern that they noticed

Teacher facilitates as students share learning

- Ask children to share some matching pairs of words from the game.
- Talk about any patterns they may notice. For example, they may notice the “oo” sounds like the vowel sound in moon or soon. They may also notice that two letters, “o” and “o” make just one sound, /oo/. The observations children make may not hold in every case. The important thing is for them to search for patterns.

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Balanced Literacy - Assess

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- Notice whether children are spelling words with the /oo/ sound conventionally in their writing.
- Ask children to write three or four words that have the /oo/ sound.
- You may wish to use a Letter-Sound Relationships Assessment to check.

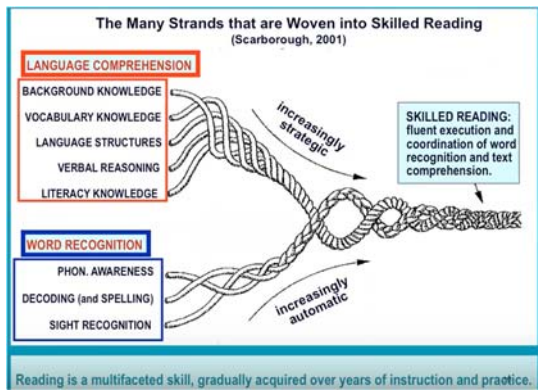
Teacher will notice if student spellings are correct in their writing



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Balanced Literacy - Guided Reading Goals

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7 language comprehension goals

Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level J. Select goals that match the needs of your students. The following may be appropriate:

Reading

- Take words apart while reading for meaning
- Use multiple sources of information (meaning, language structure, visual information) to monitor and self-correct.
- Read with phrasing
- Understand word meaning (herbivores, krill, carnivores, carrion, omnivores)

- Understand animal names (horses, snakes, blue whales, birds, tigers, bears, and others)
- Understand that a nonfiction text tells facts.
- Make predictions based on personal experiences, photographs, and text.

Phonics/ Letter and Word Work

- Take apart compound words and notice parts that appear in many compound words

1 word recognition goal



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Balanced Literacy - Introduce

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Introductory activities preview the comprehension of the story



Students are told what they will be expected to read

Horses eat grass. Can you name any other animals that eat grass? Cows, deer, and rabbits all eat grass.
 2 Animals that eat plants are called herbivores.



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Balanced Literacy - Reading

28

-
-



g for meaning,
ght, too. *“That
here can you*

ompt with *“Put*
rce with *“You*

Scaffolding does not include decoding the word

Snakes eat mice, rats, rabbits, squirrels, and other animals. Some snakes eat other snakes!



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Balanced Literacy - Teaching Point

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Instruction
is left to
the
teacher's
discretion

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it is appropriate, use the suggestion below, which supports thinking within the text.

Maintaining Fluency: Noticing Punctuation

- Readers use periods, commas, quotation marks, exclamation marks, and question marks to guide their reading. Turn to page 2. Listen to me read the paragraph. Listen for when I pause. Note when my voice goes up. Read the paragraph modeling appropriate intonation and pausing.
- When did you hear me pause? Pause briefly after a comma. Pause slightly longer after an end punctuation mark, such as a period or exclamation mark.
- When did you hear my voice rise? Raise your voice when you read a question.
- Have students read the text on page 6 to a partner, using the punctuation to guide their reading.



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Balanced Literacy - Phonics / Letter and Word Work

30

Take Apart Compound Words

- Write the word someone on the whiteboard. What do you notice about this word? It is a compound word, a word made up of two words. The first part is the word some. Now, write the word in two parts: some-one.
- Give the students whiteboards and wipe-off markers. Write the word someone. Now, write the word in its two parts, or words. What words do you see? Say the two words and then say the compound word.
- Repeat the procedure with the words something and somewhere.
- If students do not notice, point out that all three compound words have the word some.



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Significant Behaviors

Pauses
Repetition
Errors
Self-corrections

Sample of a Completed Record Running Record Sheet

Endangered Species Act
Number of Running Words 94

	E	SC	E	SC
Many fish have become endangered in the last				
50 years because of overfishing and changes				
to their home. Two of these fish are the wild				
Atlantic salmon and Pacific salmon.				
What has put the Atlantic				
salmon in danger? Overfishing.				
For many years they were caught				
in large numbers. People soon				
realized that the Atlantic salmon				

Self-corrections are analyzed first in the error column; then in the self-correction column.

- Analyze the errors the child has made. Which cues has the child used?
- Did it make sense?
 - Did meaning influence the error?
 - Did the child make a meaningful substitution (e.g., lion for cat)?
 - Did it sound right?
 - Did the child's response still fit the structure (syntax) of the sentence (e.g., the for a)?
 - Did it look right?
 - Did the child's response show evidence of information gathered from the print (e.g., police/pirate)?

MSV
MSV



Structured Literacy

Ready

60
seconds

30
seconds

15
seconds



Structured Literacy - Lesson Goals

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- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes to form one-syllable words (RF.1.2d)
- ✓ Compare words with /oo/ and /ue/ vowel sounds (RF.1.2d)
- ✓ Read and write one-syllable words spelled with the vowel digraph 'oo' > /oo/ (RF.1.3b)
- ✓ Read one-syllable words spelled with the vowel digraph 'oo' > /oo/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read and understand decodable text in the story "King Log and King Crane" that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)

Both the phonemic awareness and the phonics tasks have explicitly stated goals



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Structured Literacy - Lesson Time

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At a Glance	Exercise	Materials	Minutes
Spelling Words	Introduce Spelling Words and Review Family Letter	Worksheets 1.1, 1.2	10
Introducing the Sound	Minimal Pairs		5
	Teacher Modeling	Vowel Code Flip Book; Spelling Card for 'oo' > /oo/ (soon); Individual Code Chart; green markers	15
Practice	Writing the Spellings/Word Box	Worksheet 1.3	10
Reading Time	Whole Group Reading: "King Log and King Crane"	Fables Readers; Worksheet 1.4	20
Take-Home Material	Spelling Words and Family Letter	Worksheets 1.1, 1.2	*

Connected Text

Use publisher's recommended times of instruction when planning your schedule



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Structured Literacy - Lesson Review

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- Read and write each spelling word, underlining and reviewing the vowel team in each word. Have students repeat each word after you.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:

'a_e' > /ae/	'ee' > /ee/	'o_e' > /oe/	'i_e' > /ie/	Tricky Word
same	green	stone	line	they
make	seed		hide	

Skills are cumulatively practiced as a review during units



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Structured Literacy - Phonological Awareness

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- Tell students that you are going to say word pairs. The words may sound similar, but one word will contain the /oo/ sound and the other word will contain the /ue/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /oo/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Work through the remaining pairs.

- | | |
|--------------|--------------|
| 1. food—feud | 4. ooze—use |
| 2. pooh—pew | 5. fool—fuel |
| 3. ooh—you | |

Explicit and systematic phonemic awareness instruction is crucial



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Structured Literacy - Teacher Modeling

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- Tell students that you are going to show them how to write the vowel sound /oo/.
- Write 'oo' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a digraph or team to stand for the /oo/ sound.
- Restate that the /oo/ sound is spelled as a vowel team, 'oo'. Model writing and saying the spelling two or three times.
- Have students trace the spelling on their desk with a pointed finger while saying the sound.

New skills are explicitly taught using a gradual release model



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Structured Literacy - Practice

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Writing the Spellings/Word Box

- Write the 'oo' spelling on the board and describe the motions as you write. Remind students that 'oo' is a letter team, which means the two letters work together to make one sound.
- Have students trace the 'oo' spelling on their desks, making the /oo/ sound as they do so.
- Have students take out Worksheet 1.3. Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the worksheet. As a class, read the words in the box at the top and identify the name for each picture below.
- Tell students to write each word under its matching picture.

Explicit instruction is followed by sufficient correct practice

In the box are nine words. Print them on the lines where they fit best.

moon	tooth	broom
roots	loop	tools
food	spoon	boots







we do



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Structured Literacy - Reading Time

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Skills practiced independently with teacher supervision

Previewing the Spellings

- Please review the following spellings and Tricky Words before reading today's story.

'oo' > /oo/	Tricky Words	'a_e' > /ae/
fools	once	crane
soon	we	hate
too	were	made

Previewing the Vocabulary

- Please preview the following vocabulary before reading today's story:

1. **fools**—silly people

2. **tame**—calm; not wild

after practice



read a decodable reader



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Structured Literacy - Reading Time

40

"I do, **too**!"

"We must be a strong king!"

The frogs spoke to the gods.
They said, "We ask the gods,
to send us a strong king and
send him **soon**!"



Phonics skills are practiced with decodable readers

Students apply previously learned and new skills as they read the passage



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Structured Literacy - Dictation

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Explicit instruction is followed by sufficient correct practice

we do

- Tell students to write each word that you say. The words will contain the /oo/ sound spelled 'oo'. Write the spelling on the board.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *broom*, four lines would be drawn on the paper: _ _ _ _.
- Once students have drawn one line for each sound, remind them that the sound /oo/ is spelled with two letters.
- Have students write the spellings on their respective lines: b r oo m.
- Finally, ask students to read the word back to you.



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Structured Literacy - High Frequency Words

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- Write the Tricky Word *because* on the board and ask students how they would pronounce it by blending. (They might say something like /b/ /e/ /k/ /a/ /u/ /s/ /e/ or they may simply not know how to approach decoding a multi-syllable word.)
- Explain that we pronounce this word /b /ee/ /k/ /aw/ /z/, /b/ /ee/ /k/ /u/ /z/, or /b/ /u/ /k/ /u/ /z/ as in, "I like apples because they are crunchy."
- Circle the letter 'b' and the letter 'c' and explain that they are pronounced just as one would expect, as /b/ and /k/.
- Underline the letter 'e', the letters 'au', and the letters 'se', and explain that these are the tricky parts. The 'e' stands for the /ee/ sound. The letters 'au' stand for the /u/ sound, and the letters 'se' stand for the /z/ sound.

Look for parts of the word that match phonemes and graphemes

Focus on parts that don't have a regular correspondence to memorize



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Structured Literacy - Assessment

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- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, “Find the first row of words. Listen carefully to this word: *point*. I will say the word again: *point*. Now find the word that you heard and circle it.” You may repeat the word up to three times.

1. punt point put pout

2. wood want wool wet

Assessments are used diagnostically to determine next steps in instruction

Both word level and connected text level of decoding is assessed

Record Sheet for Unit 3 Assessment

Student Name	Word Recognition					Reading Comprehension	
	Column 1: 'oi' > /oi/ point foil moist join	Column 2: 'oo' > /oo/ wood look shook stood	Column 3: 'oo' > /oo/ food smooth boot	Column 4: 'ou' > /ou/ cloud shout couch mouth	Column 5: Other	Literal (Questions 1-5)	Evaluative (Question 6)



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Activity: Is it Balanced or Structured?

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Balanced

Structured

3-cueing system

leveled readers

word attack strategies based on guessing

decodable texts

"I do, We do, You do" method

explicit, systematic, cumulative, and sequential



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Activity: Is it Balanced or Structured?

45

Balanced -1


Structured- 2

3-cueing

level

read

word strategies
based on guessing



"I do, We do,
You do" method

decodable
texts

explicit, systematic,
cumulative, and
sequential



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Structured Literacy

Ensuring the Science of Reading is Happening
in Your School

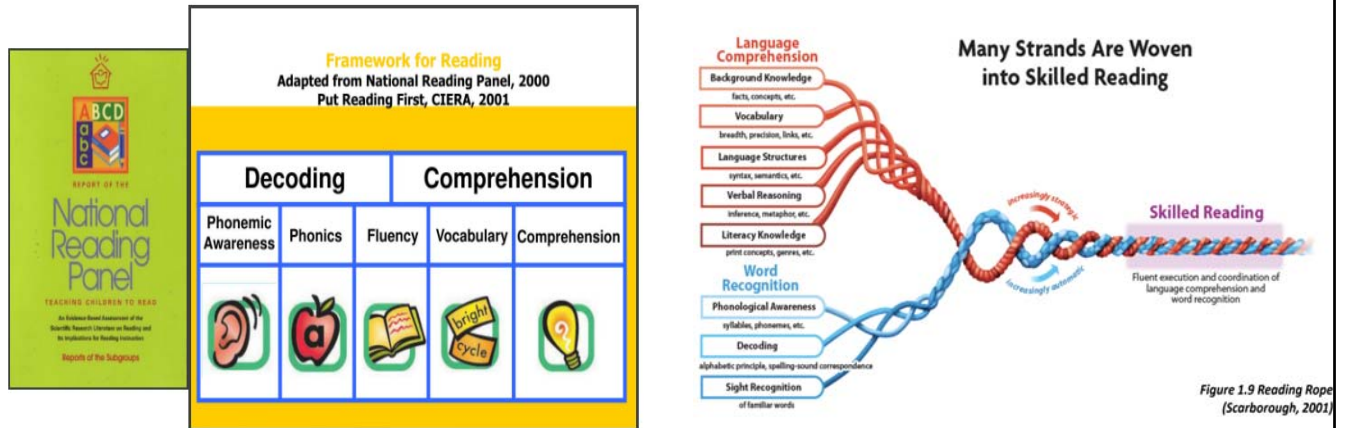


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Why Should the Science of Reading be Taught at Your School?

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Decoding x Language Comprehension = Reading Comprehension



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Ensuring SOR is happening: The Main Elements of Structured Literacy

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- A **well-defined sequence of phonics skills** is taught, starting with the easiest skills and building to more complex skills.
- Foundational skills are directly taught with **explicit instruction**.
- Phonics skills are practiced to **mastery** before learning the next skill.
- Lessons include **cumulative skills practice**.
- Foundational skills and comprehension skills are taught **separately** until students have mastered foundational skills.

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Look For: Decoding Instruction**49****Phonological Awareness**

- Instruction on how to identify, blend, segment and manipulate:
 - Syllables
 - Onset-Rimes
 - Phonemes
- Can be promoted in the classroom with explicit reference to a sound wall

Print Concepts

- Letter recognition and formation
- Introducing students to the alphabetic principle and to sound /symbol (phoneme /grapheme) correspondence
- Understanding the features and organization of print.



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Look For: Decoding Instruction**50****Phonics and Word Recognition**

Instruction follows a systematic scope and sequence

- Understanding sound and spelling patterns through analysis of the relationship among sounds, letters, and roots within words
- Improves with knowledge of morphology, the study of the structure of words

Fluency

- Application of sound, letter, and word knowledge through accurate decoding
- Involves the rate, accuracy, and expression (or prosody) of one's reading
- Improves through practice with decodable readers and increased automaticity of word recognition



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Look for: A Systematic Scope and Sequence of Foundational Skills

51

Pre-Reading Skills

- Phonological Awareness
- Alphabetic Principal

Basic Phonics

- Short vowels
- Digraphs
- Blends
- Two syllable words

Advanced Phonics

- R-controlled syllables
- 3 or more syllables
- Silent e
- Vowel Teams



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Look for: Explicit Phonics Instruction

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- Modeling new skills with clear descriptions, visuals, and multisensory activities
- Assessments to determine mastery of phonics skills
- Cumulative practice

"When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts. Students don't have to infer what they are supposed to learn."

-Carolyn Denton (*retrieved from RTI Action Network Website*)



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Look For: Time Spent Teaching Foundational Skills

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Grade	Phonological Awareness	Print Concepts	Phonics	Fluency	Comprehension Strategies
K	20 min	15 min	15 min	15 min	25 min
1 st	10 min	10 min	20 min	25 min	25 min
2 nd	5 min	5 min	25 min	25 min	30 min

“How our brains learn to read”: At least 50% of our K-2nd reading block should focus on learning to decode. This is a critical first step to take before vocabulary and comprehension skills are taught.



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Pre-Reading Skills: Phonological Awareness

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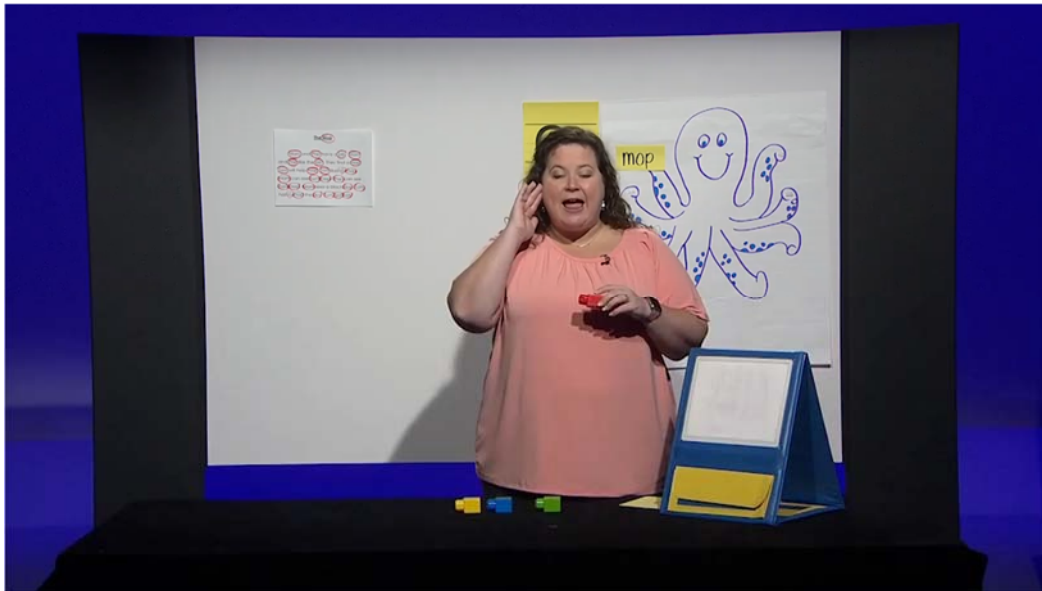
Lesson Component	Should See or Hear	Should Not See
Phonological Awareness	<ul style="list-style-type: none"> The “I do, we do, you do” gradual release model Choral responses with signals Quick pace, consistent language A well-established routine Errors are being corrected The use of manipulative chips representing words, syllables, or phonemes 	<ul style="list-style-type: none"> Looking at letters or hearing teachers say letter names



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Structured Literacy Lesson: Phonological Awareness

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Pre-Reading Skills: Review

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Lesson Component	Should See or Hear	Should Not Hear
<p>Review of a Previously Taught Skill</p>	<ul style="list-style-type: none"> • “Yesterday we learned these letter sounds...” • A displayed and referenced alphabet with picture cards • Students saying letter sounds or reading words with targeted letter sounds using choral response with signal • Corrective feedback • Student reviewing previously taught high frequency words 	<ul style="list-style-type: none"> • The explicit routine • The teacher reading



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Structured Literacy: Review

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Pre-Reading Skills: Phonics

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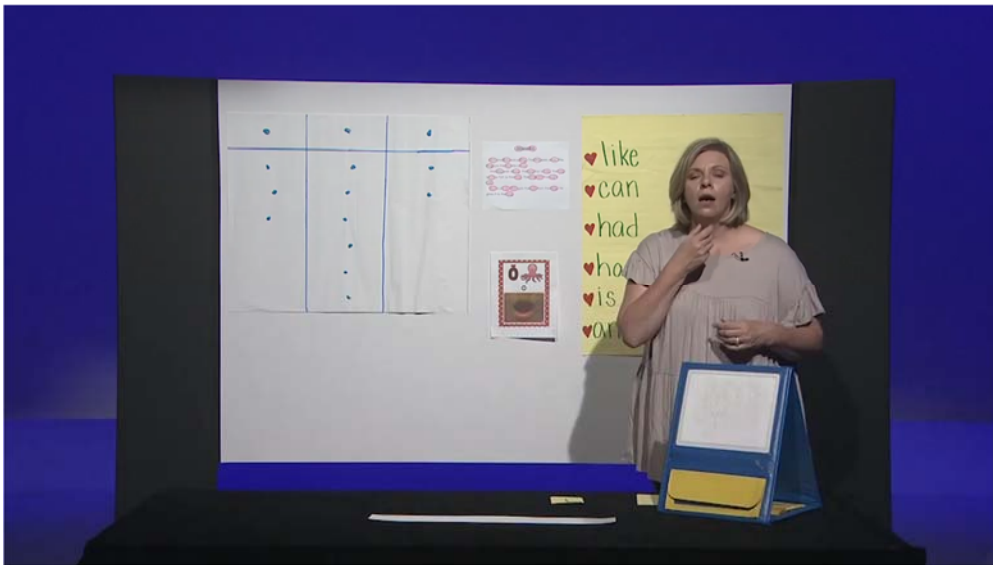
Lesson Component	Should See or Hear	Should Not Hear
Phonics	<ul style="list-style-type: none"> • One new skill being explicitly introduced and practiced using "I do, we do, you do" • Students sounding out words • "Sound it out. What is the word?" • Varying degrees of "I do" based on the number of lessons students have had with this skill 	<ul style="list-style-type: none"> • Teacher reading the words • Students reading words with sounds that haven't been explicitly taught



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Structured Literacy: New Phonics Skill

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Pre-Reading Skills: Phoneme-Grapheme Mapping

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Lesson Component	Should See or Hear	Should Not See or Hear
Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> Steps of the phoneme-grapheme mapping routine. <ol style="list-style-type: none"> Say the word aloud Count the sounds (phonemes) Ask what the first sound is Write it Repeat for all remaining sounds Write the whole word, read the whole word Teacher with a predetermined word list that includes only spelling patterns previously taught 	<ul style="list-style-type: none"> Students looking at a printed copy of the whole word Students mapping spelling that have not been taught



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Structured Literacy: Phoneme Grapheme Mapping

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Pre-Reading Skills: Apply New Skills to Text

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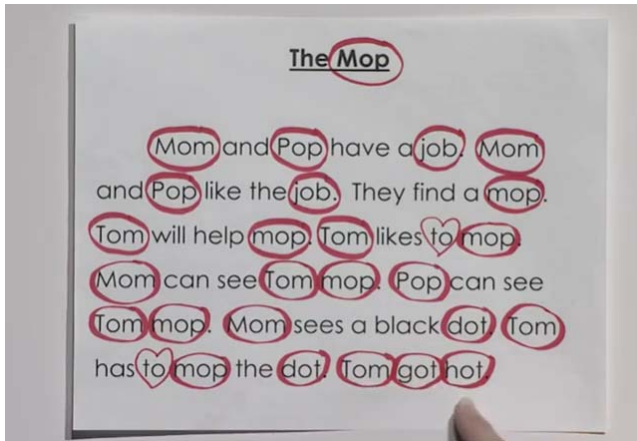
Lesson Component	Should See or Hear	Should Not Hear
<p>Apply New Skills to Text</p>	<ul style="list-style-type: none"> • Students reading the text before receiving any scaffolding by the teacher • Teachers listening in and correcting errors, prompting students to go back and reread the decodable word, possibly by saying, "Sound it out." 	<ul style="list-style-type: none"> • Teacher reading the text to the students • Students reading the text with a device



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Structured Literacy: Apply New Skills to Text

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- Have students identify the words in the story that contain the targeted skill.
- Have students read the identified words.
- Have students read the story.


Complete explicit phonics lessons are accessible at <https://education.mpbonline.org/mpb-classroom-tv/>



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MDE Approach to Structured Literacy

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MISSISSIPPI'S APPROACH TO K-3 Literacy Instruction

OVERVIEW
The Literacy-based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

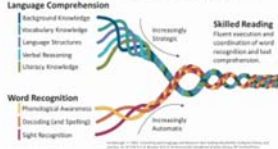
STRUCTURED LITERACY INSTRUCTION
Application of the Science of Reading
Structured Literacy is representative of reading instruction that applies the Science of Reading to classroom practice. Structured Literacy teaches the components that evidence has found to be foremost in ensuring reading success.

Structured Literacy is **not** just about phonics; it includes much, much more. [The Simple View of Reading](#) (Gough and Tunmer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

SIMPLE VIEW OF READING

Decoding (word recognition) X Language Comprehension = Reading Comprehension

SCARBOROUGH'S READING ROPE MODEL



COMPONENTS OF STRUCTURED LITERACY INSTRUCTION

- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression

Emphasis on knowledge building and access for ALL to complexity.


FEATURES OF EFFECTIVE STRUCTURED LITERACY INSTRUCTION
Effective, high-quality instruction is...

- systematic,
- inclusive of a carefully **planned scope and sequence**,
- explicit,
- scaffolded, and
- differentiated.

INSTRUCTIONAL RESOURCES

- [Instructional Planning Guides for ELA K-12](#)
- [Virtual Literacy Instruction Guide for K-3 Teachers](#)
- [MDE Literacy Resources for Teachers](#)
- [MDE Literacy Resources for Administrators](#)
- [MDE Literacy Professional Development and Resources](#)
- [Bookstore Reading Initiative: Structured Literacy](#)
- [ELA Southeast Emergent Literacy \(ELC\) Guide](#)

MISSISSIPPI'S APPROACH TO K-3 Literacy Instruction



Check us out!



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Resources**65**

- CKLA Lessons, <https://www.coreknowledge.org/curriculum/download-curriculum/>
- Lorimor-Easley and Reed. 2019, Apr. 9). An Explanation of Structured Literacy, and a Comparison to Balanced Literacy. Retrieved from <https://iowareadingresearch.org/blog/structured-and-balanced-literacy>
- MPB Classroom TV <https://education.mpbonline.org/mpb-classroom-tv/>
- Structured Literacy Lesson, Literacy How, 5 Aug. 2019, www.youtube.com/watch?v=cciMpUePOV0.
- "Structured Literacy Instruction: The Basics." International Dyslexia Association, 2018



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Resources**66**

- Talbot, Pete, et al. "The Science of Reading Implementation Guide." Education Advisory Board, 2019.
- West Virginia Phonics, <http://hickman.sharpschool.net/cms/One.aspx?portalId=3052816&pageId=21377029>
- Wren, Sebastian, Ph.D. "Reading and the Three Cueing Systems." Southwest Educational Development Laboratory, 2001, <https://www.balancedreading.com/3cue.pdf>
- www.lexialearning.com/sites/default/files/resources/Structured_Literacy_Applying_the_Science_of_Reading.pdf



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Strong Readers = Strong Leaders 67

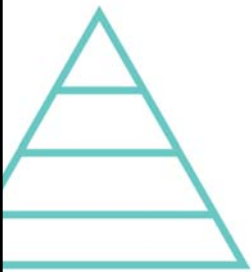


- Statewide public awareness campaign promotes literacy, particularly among Kindergarten through 5th grade students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit <https://strongreadersms.com> for more information



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Academic Vocabulary 68



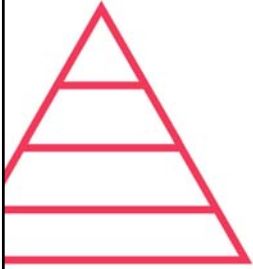
- **Phonology:** study of different sounds and the way they come together to form speech and words
- **Orthography:** structure of sentences
- **Morphology:** the study of meaningful word parts
- **Semantics:** meaning of words and word relationships
- **Syntax:** structure of sentences
- **Pragmatics:** rules of discussion with interpretation in a particular context
- **Discourse:** organization of spoken and written communication



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Academic Vocabulary Continued

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- **Phonological Awareness:** the ability to recognize and work with the sounds in a spoken language
- **Phonics:** the relationship between letters and sounds in a language and the ability to apply knowledge of letter-sound correspondences to read
- **Blending:** joining together the sound-spellings in words
- **Segmenting:** separating the sound-spellings in words
- **Syllabication:** dividing a word into parts that contain a vowel sound



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